VALIDITY AND RELIABILITY STUDY OF THE PARENT-CHILD SHARED BOOK READING INVENTORY

Abstract: This study aimed to adapt the original form of the "Parent-Child Shared Book Reading Survey" developed by Cutler (2020) to Turkish and to test its validity and reliability. During the adaptation process, the survey was translated into Turkish first, and then the expert opinion was sought for validity, followed by back translation. The adapted inventory was finalized after the pilot implementation. The validity study of the Parent-Child Shared Book Reading Inventory included testing the factor analysis assumptions for the following five questionnaires included in the inventory: Reading Skills Beliefs Scale for Shared Book Reading, Parents' Reading and Writing Habits Scale, Parents' Modeling for Reading-Writing Habits Scale, Shared Book Reading Activity Scale and Child's Reading Habits Scale. Then exploratory factor analysis (EFA) was implemented to 332 parents with preschool children. The accuracy of the factor structures revealed by EFA was tested on a second data set with confirmatory factor analysis (CFA) on 158 parents. The results demonstrated that the Parent-Child Shared Book Reading Inventory is a valid and reliable measurement tool in assessing the quality and characteristic of parent-child shared book reading activities.

Keywords: Shared reading, parent-child, preschool, inventory, early child.

Tepetaş Cengiz, Gülüzar Şule, PhD
Assist. Prof. Dr.
Mehmet Tanrıkulu Health Services Vocational School
Bolu Abant Izzet Baysal University
Turkey
Contact: +90549 275 36 14
E-mail: suletepetas@ibu.edu.tr
ORCID: 0000-0002-2034-9344

Erol, Dilek, PhD
Assist. Prof. Dr.
Education Faculty
Usak University
Turkey
Contact: +90505 511 40 76
E-mail: dilekerol@gmail.com
ORCID: 0000-0002-5565-586X

Psycho-Educational Research Reviews | Vol. 10, No. 2
London Academic Publishing, August 2021, pp 328–350
https://www.journals.lapub.co.uk/index.php/PERR

INTRODUCTION

Early childhood is a critical period for language development (Yavuzer, 2003; Yıldız Bıçakçı& Aral, 2009). Language acquisition, which starts in the mother's womb, develops after birth as a result of the child's interaction with his/her family, close environment and teacher(s) (Şahin et al, 2012). Children's language development is supported when parents read picture books to their babies from the first months, chat with them about the pictures in the books in the following months and include their children in the reading process (Barry, 2006; Neuman et al., 2000; Yıldız Bıçakçı et al, 2018).Performing reading activities with their parents especially accelerates the language development of children aged 3-5 and improves their reading habits and increases school achievement in later years (Bus, Van Ijzendoorn & Pellegrini, 1995; Burgess et al; 2002).

The first interaction with books in early childhood takes place with the support of adults because the child is illiterate. "How" the adult reads the books is an important point in this period when the first connection is established with the books which will make a significant contribution to the child throughout life (Tetik, 2011). The literature defines *reading to a child* and *reading with a child* as two separate concepts (Snow et al., 2014). An adult's reading to a child and establishing interaction with the child in this process is called shared reading (Ahmad Mostafa, 2016; Hindman et al, 2014; Gonzalez et al, 2013).Previously defined as reading aloud, shared reading is as a model that expands the text by teaching the child literary skills (e.g. checking the continuity of the text and letter-sound relationship) by expanding the text read (cited in Ping, 2014).In shared reading process, the adult creates a problem situation for the child and provides information about it. This interaction enables the child to establish a relationship with print and the child interacts with the adult as well (Turan &Topçu, 2018). Thus, the child takes a more active role in reading. Led by the development in language skills, positive contributions are observed in children's cognitive, emotional and social development, when they are more active in reading (Işıkoğlu Erdoğan, 2016). Children reading books with their parents from infancy are more eager to read (Yumuş, 2018), have stronger family relationships (Sever, 2017; Çer, 2016; Veziroğlu, 2009), and are superior to their peers regarding receptive and expressive language development (Payne et al, 1994).

How the process of reading books with the child is performed and how it will be more effective has been an important topic in the literature for the past 25 years (Bracken & Fischel, 2008; Lane & Wright, 2011; Bus et al, 1995). Based on the previous studies, two different approaches are proposed for shared reading (Justice & Pullen, 2003).

1. *Dialogic /Interactive Reading:* Dialogic/interactive reading developed by Whitehurst et al. (1988) is an approach that provides an interactive setting among adults, the child and other children, that makes the child active and that encourages the child to express what he/she thinks. In this type of reading, first, the child is asked as many open-ended questions as possible. The answers given by the child are repeated by the adult, the information is expanded by providing more detailed explanations and tips, and the child's interest is followed with reinforces (Justice & Pullen, 2003; Zevenergen & Whitehurst, 2003). The main purpose of dialogic reading is to encourage children to express themselves and to create a language-rich conversation environment (Troseth et al., 2020). In this environment, the roles of the reader and the listener change over time (Hafızoğlu Çelik et al, 2020; Yıldız Bıçakçı et al, 2018). As a result of these changing roles, the child takes responsibility, pays more attention to the pictures and text in the book, discovers the details in the text and thus benefits more from the book.
2. *Print Referencing:* It is an approach that aims to improve the concepts related to writing, print awareness and information about letters (Turan & Topçu, 2018). While reading a book, the adult tries to draw the child's attention to the form, function and characteristics of print. The adult tries to increase the child's interest in print by asking various questions/giving information to the child (Look, there is a letter here from your name. shall we read the text on the cover of the book? etc.) and by tracing the text with his/her finger while reading (Justice et al., 2009). The reading studies conducted with this approach showed that it significantly contributes to the children's print and alphabet awareness (Justice & Pullen, 2003).

When parents read books with their children, they set in motion the initial step for lifelong reading achievement in children (Tezel et al,, 2019). Although learning to read and write takes place in educational institutions, parents have key roles in supporting the literacy skills of their children, reading books and

making reading a habit (Özbek Ayaz et al, 2017; Çelebi Öncü, 2016). Studies in the field indicate that early literacy skills are generated long before the child starts school (Van Vechten, 2013; Şahin et al, 2012). Existence of books at home in early childhood, observing parents while they are reading, reading books to their children by their parents and talking about books and children's literature with children support early literacy skills (Sawyer, 2004).

In addition, social and emotional sharing within the family increases when parents read books to their children, (Çelebi Öncü, 2016; Golinkoff et al, 2015; Arıcı&TüfekçiAkcan, 2019). In summary, studies in the field show that parents' read to their children positively affects children's literacy and language skills are (Sloat et al., 2015), helps prepare children for school (Hoyne & Egan, 2019); provides children with a foundation of literacy (Rosenkoetter& Barton, 2002), expands their vocabulary (Veldhuijzen Van Zanten et al, 2012) and supports brain development (Hutton et al., 2017).

In their study, Dunst et al. (2012) reported that parents' reading books with their children encourages expressive and receptive language in children, and the sooner this intervention starts, the greater the developmental benefits. Based on all these studies, home can be defined as the most important place where the foundations of children's language and literacy skills are laid (Van Vechten, 2013).

Evaluating the development of the child is extremely important for early detection of developmental problems and ensuring early intervention (Apaydın Demirci & Arslan, 2020). Since the rich stimuli offered by parents to children and the behaviors, they model are effective on the children's literacy and language skills, it is necessary to determine how much these stimuli and modeling improve these skills and to correct the shortcomings in a timely manner (Bayraktar, 2018).For this reason, it is necessary to evaluate the existing status of the parent-child shared book reading activity, which contributes to the multidimensional development of the child, with valid and reliable tools. Numerous studies abroad examine the quantity and quality of book reading in relation to the development of children with various measurement tools (DeBruin-Parecki, 1999, 2007; Robertson & Ree, 2015; Bennett et al, 2002). However, studies that define and assess parent-child shared book reading activities are quite limited in Turkey. One reason for this limitation may be due to the lack of a comprehensive measurement tool to evaluate parent-child shared book reading activities. In addition, studies that address the importance and value of parent-child shared book reading are implemented a little later in Turkey. Studies on this subject mostly examined the value and quality of the picture story book reading activities of teachers rather than parents. Emphasizing parent-child shared book reading in Turkey is an important starting point for this study. The relevant national literature includes the "Shared Book Reading Skills Assessment Scale" developed by Yumuş (2018) to measure shared reading behaviors in infancy and "Child-Parent Shared Reading Activities Scale" developed by Işıkoğlu Erdoğan (2016) to measure these behaviors in the preschool period as the most widely used scales. In this regard, the existence of only one measurement tool that examines parent-child reading activities in the preschool period and lack of an alternative measurement tool developed or adapted to Turkish in the last five years is an important shortcoming.

The rationale for adapting the Parent-Child Shared Book Reading Survey developed by Cutler (2020) to Turkish and carrying out its validity and reliability studies was based on the lack of comprehensive measurement tools to determine the existing situation in Turkey in relation to parent-child shared book reading activities, which have an important role in the development of children, and to support parents in this context.

METHOD

STUDY GROUP

Table 1 presents the Frequency-Percentage values for the research sample. Since a measurement tool was developed in this study, analyzes were performed on two separate samples.

Table 1. Frequency-Percentage Distribution of the Study Group

		Sample 1		Sample 2	
Variable	Category	f	%	f	%
Gender	Female	305	91.9	135	85.4
	Male	27	8.1	23	14.6
Age	21-30	75	22.6	38	24.1
	31-40	214	64.5	100	63.3
	41-50	41	12.3	17	10.8
	Over 50	2	.6	3	1.9
Income	0-2870	32	9.6	17	10.8
	2871-8700	157	47.3	73	46.2
	8701 and higher	140	42.2	68	43.0
Level of Education	Primary	24	7.2	23	14.6
	Secondary	55	16.6	27	17.1
	Associate Degree	25	7.5	16	10.1
	Undergraduate Degree	186	56.0	77	48.7
	Graduate Degree	42	12.7	15	9.5

Table 1 demonstrated that the characteristics of the individuals in both samples were parallel to each other. 92% of the first sample was females, 64% were between the ages of 31-40 and 56% had undergraduate degrees. When analyzed in terms of income distribution, it was observed that 10% earned minimum wage, 47% earned an income between the minimum wage and the poverty line and 42% were above the poverty line. A similar distribution was observed in the second sample as well: 85% were females, 63% were between the ages of 31-40 and 49% were undergraduates. In terms of income distribution, it was observed that 11% were earned minimum wage, 46% earned an income between the minimum wage and the poverty line and 43% were above the poverty line.

DATA COLLECTION TOOL

Within the scope of adaptation studies, the following steps were carried out to adapt the measurement tool developed by Cutler (2020) into Turkish:

- Translation: Translation can be considered as the first step of the adaptation process. In this context, the measurement tool was first translated into Turkish by the researchers. Then, the translation phase was repeated by 3 independent translators who translated texts from Turkish to English and from English to Turkish. The translations done by the researchers and by the language experts were compared and the final text, which was agreed upon, was checked again by 3 language experts who had a good command of the literature and were able to use both languages well.
- Expert Panel: At this phase, the Inventory form in Turkish was sent to 18 experts (2 Turkish language experts, 2 measurement and evaluation experts, 14 field experts) for comments. 12 of these experts responded to the forms sent to them (2 Turkish language experts, 1 measurement and evaluation expert, 9 field experts). Adjustments were made on the measurement tool, taking the expert opinions into account.
- Back Translation: In order to prevent digressions in the Turkish version from the structure of the original measurement tool and to avoid semantic deviations, the final form was sent to 2 academicians working in the field of English Language and Literature, and the form was translated back to English.
- Pilot Implementation: No problem was encountered in back translation, so the pilot implementation phase was initiated. 5 parents from different occupational groups and with children from different age groups (3-6 years) filled the measurement tool face to face during the pilot implementation to determine the comprehensibility of the measurement tool in terms of language and structure, the duration it took to fill the form and whether the items were comprehended by the parents.
- Final Version: At this phase, the forms filled in by the parents were reviewed by the researchers and the form was finalized.

The data of this study were collected through Google forms between May 1-10, 2020 by using the Parent-Child Shared Book Reading Inventory and Demographic Information Form. The parents who agreed to participate in the study were asked to fill in the inventory via social media. The Demographic Information Form contains general demographic information such as age, gender, and occupation. The Parent-Child

Shared Book Reading Inventory which includes four sections and a total of 39 items was developed from the Parent-Child Shared Book Reading Survey, originally developed by Cutler (2020). Ethics permit (decision nr. 2020/129) was received from Uşak University Human Research Ethics Committee before the start of the study. The measurement tool was sent to the voluntary participants online to be filled.

The first section of The Parent-Child Shared Book Reading Inventory is composed of *Reading Skills Beliefs Scale for Shared Book Reading* consisting of 7 items that measures parents' support for reading skills in shared book reading as well as *two independent items* exploring the reasons why parents undertake shared book reading activities with their children and what obstacles they encounter while reading together. Reading Skills Beliefs Scale for Shared Book Reading is a five-point Likert type scale with response categories such as "Absolutely Disagree", "Disagree", "No Idea", "Agree", "Strongly Agree" that measure parental beliefs about their children's acquisition of literacy skills through shared book reading. The lowest score that can be obtained from the scale is 5 and the highest score is 35, and the higher the score, the higher parental beliefs about shared book reading skills.

The second section of the inventory presents 3 scales: Parents' Reading and Writing Habits Scale, Parents' Modeling for Reading-Writing Habits Scale and Shared Book Reading Activity Scale. Parents' Reading and Writing Habits Scale consists of four items that measure parents' reading behaviors at home and Parents' Modeling for Reading-Writing Habits Scale consists of four items that measure the reading behaviors of parents to set an example for their children at home. Shared Book Reading Activity Scale is a two-dimensional scale with a total of 7 items. The first dimension, *Doing an Activity Together*, has 3 items that measure the characteristics of the activities that parent do with their children before or after reading. The second dimension, *Being a Model for Reading and Writing*, has 4 items that measure the characteristics of how parents act as models for their children by doing these activities together. All the scales in this section have Likert-style items based on a six-point rating system with the following available responses: "Never", "Rarely", "A few times per month", "Once a week", "Several times per week" and "Daily". The lowest score that can be obtained from both the Parents' Reading and Writing Habits Scale and Parents' Modeling for Reading-Writing Habits Scale is 4 and the highest score is 24, and the higher the score, the higher parents' reading and writing habits and their capacity to act as role models for their children. The lowest and highest scores that can be obtained from Shared Book Reading Activity Scale *Doing an Activity Together* dimension are 3 and 18; respectively while the lowest and highest scores that can be obtained from Shared Book Reading Activity Scale *Being a Model for Reading and Writing* are; The lowest score the dimension of Being a Model for Reading and Writing dimension are 4 and 24. The lowest and highest scores that can be obtained from the whole scale are 7 and 42, respectively. In this section, the level of quality and awareness of shared book reading activities increases as the score obtained in both dimensions and the whole scale increases. In addition, this section includes two independent items inquiring about the timeframe when parents first did reading activities with their children and who was involved (mother or father).

The third section of the inventory includes the Child's Reading Habits Scale which measures the reading habits of children along with an independent item inquiring about the number of children's books at home. Child's Reading Habits Scale is a six-point Likert type scale with a total of four items and the following response categories: "Never", "Rarely", "A few times a month", "Once a week", "A few times a week", and "Daily". The lowest score that can be obtained from the scale is 4 and the highest score is 24, and the higher the score, the higher the reading habits of the children.

The fourth section of the inventory includes two items exploring how much the parents enjoy the activities they do with their children. These four-point Likert type items have the following response categories: "I try to avoid it", "I don't enjoy it", "I enjoy it", "I enjoy it very much". The lowest and highest scores that can be obtained from this section of the inventory are 2 and 8 respectively and higher scores indicate that the parents enjoy doing shared book reading activities with their children at higher levels. The other two items in this section in four-point Likert type explore how much children enjoy shared reading activities with the following response categories: "He/she tries to avoid it", "He/she does not enjoy it", "He/she enjoys it", and "He/she enjoys it a lot". The lowest and highest scores that can be obtained from this section are 2 and 8 respectively and the higher scores indicate that the child enjoys shared book reading activities more. This section of the inventory includes two items inquiring first about the parents' prior experience of reading a picture story book with their children and how much they enjoyed this activity. Parents are expected to respond to this four-point Likert type item with the following response categories: "I didn't

enjoy it at all", "I mostly didn't enjoy it", "I enjoyed it" and "I enjoyed it very much". The other item inquiring about how much the children enjoyed this activity and parents are expected to respond to this four-point Likert type item with the following response categories "He/she didn't enjoy it at all", "He/she mostly didn't enjoy it", "He/she enjoyed it" and "He/she enjoyed it very much". The lowest score that can be obtained from these two items separately is 1, the highest score is 4 and as the score increases, the level of enjoyment from the shared book reading activity increases. The last item in this section inquiries about how familiar the child was with the story content after the shared book reading activity. This item is expected to be answered by using the following: "Very familiar" (2 points), "Somewhat familiar" (1 point), "Not at all familiar" (0 points) and "I don't know" (0 points).

DATA ANALYSIS

Explanatory Factor analysis (EFA) was performed first within the scope of the validity study for Parent-Child Shared Book Reading Inventory to reveal the factor structure of all five scales included in the inventory (Reading Skills Beliefs Scale for Shared Book Reading, Parents 'Reading and Writing Habits Scale, Parents' Modeling for Reading-Writing Habits Scale, Shared Book Reading Activity Scale, Child's Reading Habits Scale). Before EFA was performed, the data set for each scale was tested for factor analysis assumptions such as missing value, univariate and multivariate outlier, univariate and multivariate normality, multi-collinearity and singularity.

In cases where the rate of missing data was less than 5% based on the missing value analysis, the missing data were removed from the data set. For univariate outlier analysis, scale item scores were converted to standard z scores and values outside the ± 3 z score range were accepted as outliers and removed from the data set (Tabachnick & Fidel, 2007). For the multivariate outlier analysis, Mahalanobis Distance (MD) was calculated, and the MD values were compared with α=0.001 and the critical χ^2 value in the relevant degree of freedom. Observations exceeding this value were removed from the data set (Tabachnick & Fidell, 2007). The skewness and kurtosis coefficients of the items with univariate normality were calculated and analyzed. As long as the skewness coefficient does not exceed $|3|$ (Chou & Bentleri, 1995) and the kurtosis coefficient does not exceed $|10|$ (Kline, 2005), univariate normality assumption is asusmed to be met. Multivariate normality was examined with the scatter plot created by squared mahalonobis distance values (m_i^2) and inverse cumulative chi-square values, and it was determined that the assumption of multivariate normality was fulfilled when this graph presented a linear structure (Alpar, 2011).

The existence of multi-colinearity problem between variables was investigated through Condition Index (CI), Variance Inflation Factor (VIF) and tolerance values. The CI value for the variables below 30, VIF value less than 10 or tolerance values around .10 or above was considered as an indication that there was no multi-colinearity problem in the data set (Hair, Anderson, Tahtam, & Black, 1998). For singularity, the pairwise correlations of the items were examined and there was no singularity problem in the data set since they did not exceed the critical value of r = 0.85 (Kline, 2005).

EFA was performed after the assumptions of the factor analysis were tested. The likelihood estimation was used in factor extraction based on the assumption of multivariate normality and sufficient sample size (Fabrigar et al, 1999). In addition, while the likelihood estimation method is the estimation method with the lowest parameter estimation bias when the sample size is over 200 (Uyumaz & Sırgancı, 2020), the EFA performed with this method is the most comparable to the confirmatory factor analysis (CFA) (Conway & Huffcutt, 2003; Harman, 1976; Mislevy, 1986).

In this study, direct oblimin rotation was preferred from among oblique rotation methods, since the dimensions of the five scales in the Parent-Child Shared Book Reading Inventory were thought to be related based on the theoretical infrastructure. The cut-off value for the factor load value was determined as 0.50 for both EFA and CFA (Hair et al, 2009).

The accuracy of the factor structures revealed by EFA was tested with CFA over a second data set. Before performing CFA, the assumptions of the factor analysis for the second data set were tested as well. Confirmatory factor analysis was calculated from the covariance matrix based on the marginal maximum likelihood estimation (MLM) method (Joreskog 1999). CFA model fit was examined with items' factor load values, the variance values explained by the items and model data fit index values.

Model data fit was examined by chi-square (χ2), Standardized Root Mean Squared Residual (SRMR), Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI) (Brown, 2006). Examination of extreme values regarding goodness of fit values in literature shows that the ratio of χ2 / df should be less than 3 (Kline, 2005); CFI and TLI values should be in 0.90-1.00 range (Bentler & Bonnet, 1980; Tucker & Lewis, 1973); the lower limit for RMSEA and SRMR values should be 0 and the upper limit for RMSEA and SRMR values should be 0.08 (Hooper et al, 2008). Convergent validity was examined after examining the construct validity. Convergent validity is used to measure the correlation level of more than one indicator/item of the same structure. To ensure convergent validity, item factor load values should be ≥ 0.5 (Hair et al, 2009) and construct reliabilities (CRs) should be CR ≥ 0.7 (Fornell & Larcker, 1981).

The reliability of the five scales in the Parent-Child Shared Book Reading Inventory was examined with Cronbach alpha and composite reliability. These two reliability indices take values between 0 and 1, with a higher value indicating a higher reliability level. In descriptive/exploratory studies, the composite reliability/Cronbach alpha values between 0.60 and 0.70 are acceptable, while the value should be higher than 0.70 in further stages (Hair et al, 2014).

Assumption tests and exploratory factor analysis were done by using SPSS 20.0 and confirmatory factor analysis was performed with the help of Mplus 8.0. Composite Reliability (CR) was calculated in an Excel program using the formulas suggested by Fornell and Larcker (1981).

FINDINGS

THE VALIDITY OF THE PARENT-CHILD SHARED BOOK READING INVENTORY

SECTION 1

READING SKILLS BELIEFS SCALE FOR SHARED BOOK READING

The factor structure of the Reading Skills Beliefs Scale for Shared Book Reading in the Parent-Child Shared Book Reading Inventory was determined by the exploratory factor analysis performed on the data set collected from the first sample. Before explanatory factor analysis was performed, the assumptions of exploratory factor analysis for each scale data were examined. The observations regarding the 15-missing data among the responses provided for the Reading Skills Beliefs Scale for Shared Book Reading were removed from the data set. Since all standard scores for the scale items were within the ± 3 z score range (Tabachnick & Fidel, 2007), no univariate outlier value was found in the data set. As a result of the multivariate outlier analysis, 10 observations with MD values exceeding α = 0.001 and critical $\chi^2 = 31.26$ value in 11 degrees of freedom were excluded from the data set because they had multivariate outliers (Tabachnick & Fidell, 2007).Since the skewness coefficients of the items were between -1.563 and 0.851 (Chou & Bentler, 1995) and thethe kurtosis coefficients were between -0.982 and 1.542 (Kline, 2005), the assumption of univariate normality was met. As shown in Figure 1, the scatter plot created by the squared Mahalonobis Distance values (m_i^2) of the Reading Skills Beliefs Scale for Shared Book Reading and the inverse cumulative chi-square values presented a linear structure, so the assumption of multivariate normality was also met (Alpar, 2011).

No multi-collinearity problem was observed in the data set because the CI value of the variables was below 30, the VIF value was less than 10 or the tolerance values were above .10 (Hair et al, 1998). Examination of items' pairwise correlations demonstrated that the correlations of two items (item 6 and item 7) were above the critical value of r = 0.85. Therefore, it can be argued that these items have a singularity problem (Kline, 2005). When these two items are examined, it was observed that the expressions had similar meanings (*"Item 6: It is important to check a child's understanding by asking him/her questions at the end of each story." "Item 7: It is necessary to check a child's understanding by asking him/her questions while reading a story*")

According to Justice & Pullen (2003), in shared book reading, parents are expected to progress by chatting with the child, talking and asking questions about the book, discussing and explaining new words. For this reason, it was decided to keep item 7 on the scale. When the item total correlations were examined, it was observed that the correlation of the two items with the scale was less than 0.30 (item 3 and item 9). Since the correlations of these items with each item of the scale were quite low, factor analysis was performed by removing these two items from the data set (Nunnaly & Bersntein, 1994).

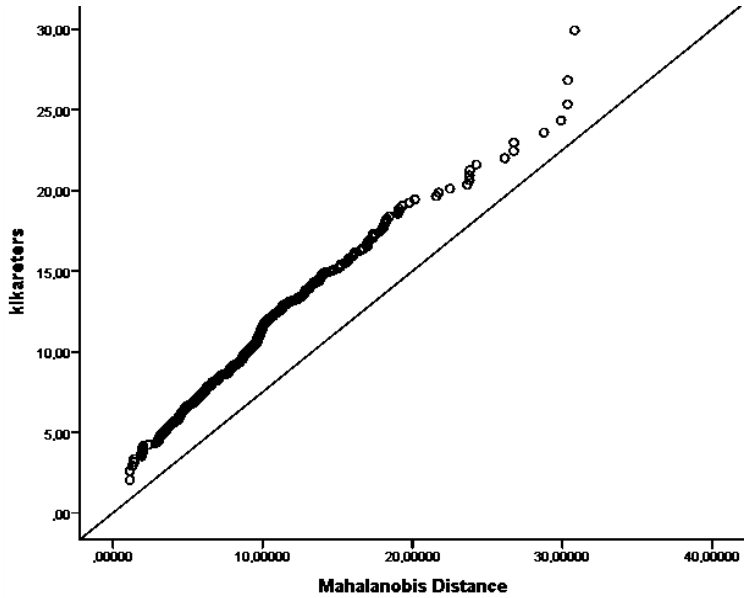

Figure. 1 Reading Skills Beliefs Scale for Shared Book Reading Multivariate Normality Distribution

Based on the test of assumptions, 25 observations were extracted from the first sample consisting of 332 observations and EFA was performed on the responses provided to 8 items by 307 people. Kaiser-Meyer-Olkin (KMO) and Bartlett tests were used to examine whether the relevant data set of the Reading Skills Beliefs Scale for Shared Book Reading was suitable for exploratory factor analysis. Having a KMO value of 0.60 and above in social sciences factor analysis studies is considered sufficient (Kline, 2005). In this study, KMO value was calculated as 0.92. When the Bartlett test results were examined, the obtained χ^2 = 1405.722; df = 28 (p = 0.000) was found to be significant at the 0.01 level. Therefore, it was concluded that the correlation matrix was different from the unit/identity matrix. According to KMO value and Bartlett test results, it was concluded that the 8-item data matrix of the Reading Skills Beliefs Scale for Shared Book Reading was suitable for factor analysis. Examination of the item factor load value demonstrated that the load value of an item (item 4) was 0.309 and the factor analysis was repeated by removing this item from the scale because the cut-off value was below 0.50. As a result of the repeated factor analysis, a single factor structure was observed with an eigenvalue above 1.00.A single factor structure with an eigenvalue of 4.269 explained 61% of the total variance. It is sufficient for the explained variance rates to be between 30% in one-dimensional scales and between 40% and 60% in multidimensional scales (Büyüköztürk, 2016; Tavşancıl, 2014). Examination of the scree plot provided in Figure 2 shows that the items of Reading Skills Beliefs Scale for Shared Book Reading were collected under a single factor. Table 2presents that the factor loads of 7 items under this single factor varied between 0.613 and 0.878. EFA results demonstrated that Reading Skills Beliefs Scale for Shared Book Reading was composed of a single-factor structure consisting of 7 items in total.

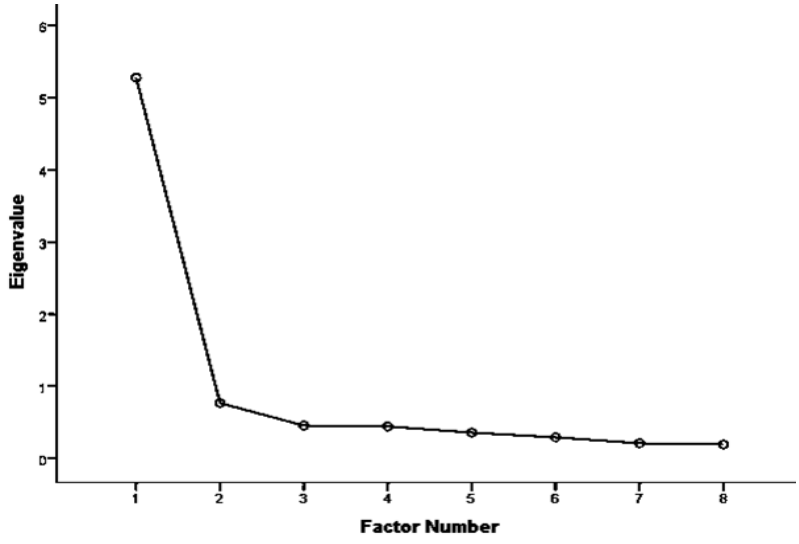

Figure 2. Reading Skills Beliefs Scale for Shared Book Reading Scree Plot

A7-item scale was implemented on the second sample of 157 parents selected independently from the first sample to verify that Reading Skills Beliefs Scale for Shared Book Reading had a single-factor structure as indicated by EFA and a confirmatory factor analysis was performed on the data. Table 2 presents the CFA results regarding the single-factor structure of the scale. The standardized factor load (λi) obtained as a result of the confirmatory factor analysis was found to be between the range of 0.779 and 0.950. These values were higher than recommended value of 0.5 as acceptable load value (Hair et al., 2009). When the goodness of fit indices related to CFA were evaluated, the ratio of χ2 / df was found to be 1.66 (χ2 / df = 23.327 / 14) along with the following values: CFI = 0.99, TLI = 0.98, RMSEA = 0.066, SRMR = 0.021. These fit values show that the single-factor structure of the Reading Skills Beliefs Scale for Shared Book Reading had perfect data fit for the model. In other words, it can be argued that the single factor structure of the scale was verified in the secondary data set.

Table 2 presents the correlation coefficients between the scores obtained from all items and the scores obtained from the scale. When the item-test correlation coefficients were examined, the lowest correlation value was found to be 0.771 while the highest correlation value was 0.918. Therefore, item total correlations of all items were well above the acceptable value of 0.20 (Kalaycı, 2010). These coefficients are validity coefficients for the discrimination of all items and show the consistency of items with the whole scale.

Table 2. Descriptive Statistics, Factor Loads (λi), Fit Indices and Item Total Correlation Values of the Reading Skills Beliefs Scale for Shared Book Reading

Items	EFA *(λi)*	CFA *(λi)*	Mean	Sd.	Item-Total Correlation
A child needs workbook that teach specific reading skills to support his/her reading skills.	0.745	0.816	3.71	1.3	0.810
A child benefits from hearing favorite story/stories read over and over.	0.877	0.861	3.74	1.4	0.830
You're helping a child learn to read by encouraging him/her to discuss the book being read.	0.731	0.913	3.80	1.4	0.887
It is necessary to check a child's understanding by asking him/her questions about the story during reading.	0.613	0.779	3.68	1.4	0.771
It is a good idea to allow the child "read" familiar books by retelling the story from memory using the pictures from the book.	0.800	0.909	3.90	1.3	0.892
It is important for children to see what their parents reading and writing.	0.878	0.950	4.07	1.4	0.918
Children must be at a certain developmental level before they start learning to read and write.	0.789	0.876	3.87	1.3	0.844

Fit Values						
χ^2	Sd	χ^2/df	CFI	TLI	SRMR	RMSEA (90% CI)
23.327*	14	1.66	0.986	0.979	0.021	0.066[0.000. 0.112]

SECTION 2

PARENTS' READING AND WRITING HABITS SCALE

Parents' Reading and Writing Habits Scale was examined in terms of the assumptions of the factor analysis. 5 missing data were removed from the observation data set based on the missing value analysis. All the standard scores of the scale items were observed to be within the ± 3 z score range (Tabachnick & Fidel, 2007) and no univariate outlier was found. As a result of the multivariate outlier analysis, no multivariate outliers were detected in the data sets since none of the observations was over MI values of α = 0.001 and critical χ^2 = 18.47 in 4 degrees of freedom (Tabachnick & Fidell, 2007). Since item skewness coefficients of the scale were between -0.787 and -0.218 (Chou & Bentler, 1995) and kurtosis coefficients ranged from -1.394 to -0.686, the assumption of univariate normality wasmet for both scales. As depicted in Figure 3, the scatter plot of the scale shows a linear structure, hence, the assumption of multivariate normality was also met (Alpar, 2011).The CI value for the variables below 30, VIF value less than 10 or tolerance values around .10 or above was considered as an indication that there was no multi-colinearity problem in the data set (Hair et al, 1998). When the pairwise correlations of the items were examined, it was seen that their correlations were below the critical value of r = 0.85. Therefore, it can be argued that these items did not have a singularity problem (Kline, 2005).When the item total correlations were examined, it was observed that the correlation of all items with the scale was over 0.30.

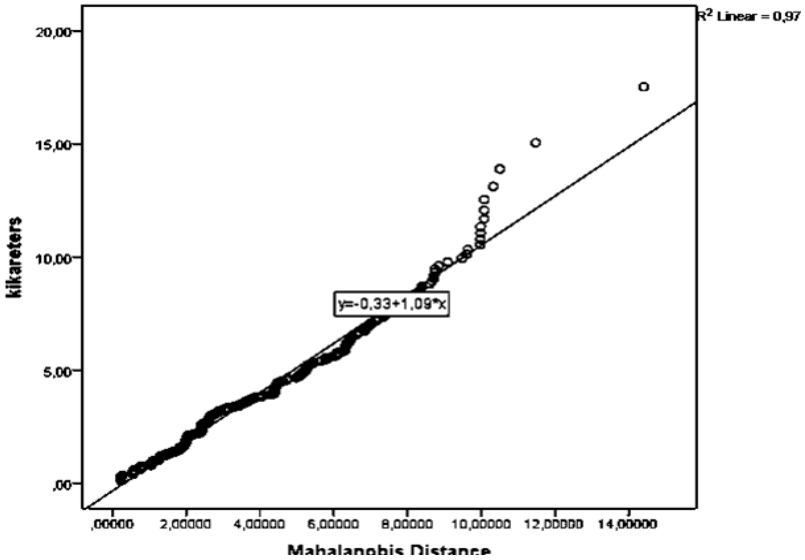

Figure 3. Parents' Reading and Writing Habits Scale Scatter Plot

Based on the test of assumptions, 5 observations were extracted from the first sample consisting of 332 observations and EFA was performed on the responses provided by 327 people. According to the result of the factor analysis, KMO value of the Parents' Reading and Writing Habits Scale was found to be 0.74 and

Bartlett test result was $\chi^2 = 204.586$; df = 6 (p = 0.000). Hence, it was concluded that the 4-item data matrix was suitable for factor analysis. Examination of the item factor load value presented in Table 3 demonstrated that the load values of the items in the Parents' Reading and Writing Habits Scale ranged between 0.572 and 0.637 and the cut-off value for the load values of all items was over 0.50. In addition, it was observed that the scale displayed a single factor structure with an eigenvalue above 1.00. The eigenvalue of Parents' Reading and Writing Habits Scale was 1.457 and the scale explained 36% of the total variance. It is considered to be sufficient when the explained variance rates are above 30% in one-dimensional scales (Büyüköztürk, 2016; Tavşancıl, 2014). In addition, examination of the scree plot presented in Figure 4 shows that the scale items were collected under a single factor. Based on EFA results, it was concluded that the Parents' Reading and Writing Habits Scale had a single-factor structure consisting of 4 items.

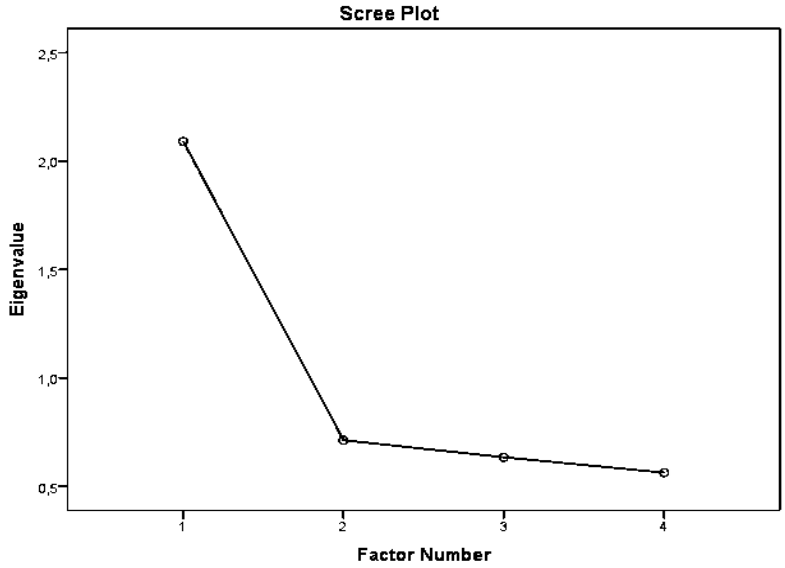

Figure 4. Parents' Reading and Writing Habits Scale Scree Plot

CFA was performed on the second sample to verify that the Parents' Reading and Writing Habits Scale had a single-factor structure as indicated by EFA and a confirmatory factor analysis was performed on the data. Confirmatory Factor analysis was performed on the response patterns of the remaining 140 parents after the factor analysis assumptions test was conducted in the second sample of 157 people. According to Table

3, the standardized factor load (λi) obtained as a result of the confirmatory factor analysis of Parents' Reading and Writing Habits Scale varied between 0.489 and 0.685.The goodness of fit indices for the scale were evaluated as follows: the ratio of χ2 / df was found to be 1.66 (χ2/df=2.317/2), CFI = 0.99, TLI = 0.98, RMSEA = 0.034, SRMR = 0.026.These fit values show that the single-factor structure was a perfect data fit for the model. In other words, it can be argued that the single factor structure of the Parents' Reading and Writing Habits Scale was verified in the secondary data set.

Table 5 presents the correlation coefficients between the scores obtained from all items and the scores obtained from the scale. The item test correlation coefficients of the Parents' Reading and Writing HabitsScale were found to range from 0.415 to 0.608. Item total correlations of the scale were above the acceptable value of 0.20 (Kalaycı, 2010). These coefficients were validity coefficients for the discrimination of all items and showed consistency of items with the whole scale.

Table 3. Descriptive Statistics, Factor Loads (λi), Fit Indices and Item Total Correlation Values of Parents' Reading and Writing Habits Scale Items

Items	EFA *(λi)*	CFA *(λi)*	Mean	Sd.	Item-Total Correlation
Parents' Reading and Writing Habits Scale					
How often do you read print books, magazines, or articles at home (for pleasure, for information, for work, etc.)?	0.572	0.489	4.40	1.5	0.415
How often do you read books, magazines, or articles using electronic devices at home (e.g., e-readers, smart phones, tablets, etc.)?	0.585	0.582	3.61	1.7	0.484
How often do you write at home using a pen/pencil and paper (e.g., making hand-written lists, writing birthday or thank-you cards, etc.)?	0.637	0.644	3.99	1.5	0.476
How often do you write at home using electronic devices (e.g., typing on a computer/laptop, creating social media posts, sending emails, etc.)?	0.618	0.685	3.90	1.7	0.608

Fit Values						
χ^2	Sd	χ^2/df	CFI	TLI	SRMR	RMSEA (90% CI)
2.317	2	1.16	0.995	0.985	0.026	0.034[0.000. 0.175]

PARENTS' MODELING FOR READING-WRITING HABITS SCALE

Parents' Modeling for Reading-Writing Habits Scale was examined in terms of the assumptions of the factor analysis and5 missing data were removed from the observation data set. Since all of the standard scores of the scale items were observed to be within the ± 3 z score range (Tabachnick & Fidel, 2007), no univariate outlier was found. As a result of the multivariate outlier analysis, no multivariate outliers were detected in the data sets since none of the observations was over MI values of α = 0.001 and critical χ^2 = 18.47 in 4 degrees of freedom (Tabachnick & Fidell, 2007).Since item skewness coefficients of the scale were between -0.787 and -0.218 (Chou & Bentler, 1995) and kurtosis coefficients ranged from -1.394 to -0.686, the assumption of univariate normality was met for both scales. As depicted in Figure 5, the scatter plot of the scale shows a linear structure, hence, the assumption of multivariate normality was also met (Alpar, 2011).The CI value for the variables below 30, VIF value less than 10 or tolerance values around .10 or above was considered as an indication that there was no multi-collinearity problem in the data set (Hair et al, 1998).When the pairwise correlations of the items were examined, it was seen that their correlations were below the critical value of r = 0.85. Therefore, it can be argued that these items did not have a singularity problem (Kline, 2005).When the item total correlations were examined, it was observed that the correlation of all items with the scale was over 0.30.

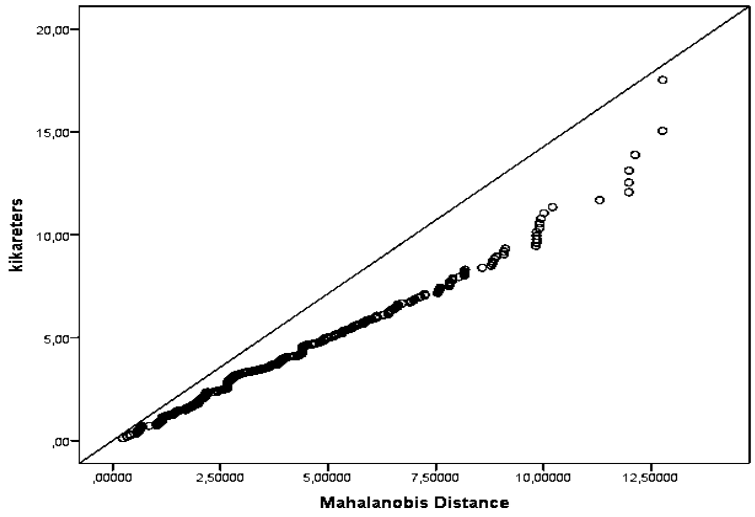

Figure 5. Parents' Modeling for Reading-Writing Habits Scale Scatter Plot

Based on the test of assumptions, 5 observations were extracted from the first sample consisting of 332 observations and EFA was performed on the responses provided by 327 people. According to the result of the factor analysis, KMO value of the Parents' Modeling for Reading-Writing Habits Scale was found to be 0.68and Bartlett test result was $\chi^2 = 185.425$; df=6 (p=0.000). Hence, it was concluded that the 4-item data matrix was suitable for factor analysis. Examination of the item factor load value presented in Table 4 demonstrated that the load values of the items in the Parents' Modeling for Reading-Writing Habits Scale ranged from 0.686 to 0.730 and the cut-off value for the load values of all items was over 0.50.

In addition, it was observed that the Parents' Modeling for Reading-Writing Habits Scale had a single dimension greater than 1 with an eigenvalue of 2.003, and the scale explained 51% of the total variance. In addition, examination of the scree plot presented in Figure 6shows that the scale items were collected under a single factor.

Figure 6. Parents' Modeling for Reading-Writing Habits Scale Scree Plot

The single-factor structure of Parents' Modeling for Reading-Writing Habits Scale obtained because of the EFA result was examined by CFA in the second sample of the remaining 140 people as a result of the assumption test. According to Table 4, the standardized factor load (λi) values obtained as a result of the confirmatory factor analysis of Parents' Modeling for Reading-Writing Habits Scale varied between 0.506 and 0.752.The goodness of fit indices for the scale were evaluated as follows: the ratio of χ2 / df was found to be 1.18 (χ2/df=2.362/2), CFI= 0.99, TLI= 0.98, RMSEA= 0.035, SRMR= 0.024.These fit values show that the single-factor structure was a perfect data fit for the model. In other words, it can be argued that the

single factor structure of the Parents' Reading and Writing Habits Scale was verified in the secondary data set.

Table 4 presents the correlation coefficients between the scores obtained from all items and the scores obtained from the scale. The item test correlation coefficients of the Parents' Modeling for Reading-Writing Habits Scale were found to range from 0.434 0.415 to 0.588. Item total correlations of the scale were above the acceptable value of 0.20 (Kalaycı, 2010). These coefficients were validity coefficients for the discrimination of all items and showed consistency of items with the whole scale.

Table 4. Descriptive Statistics, Factor Loads (λi), Fit Indices and Item Total Correlation Values of Parents' Modeling for Reading-Writing Habits Scale

Items	EFA *(λi)*	CFA *(λi)*	Mean	Sd.	Item Total Correlation
Parents' Modeling for Reading-Writing Habits Scale					
How often does your child see you reading print books, magazines, or articles at home?	0.688	0.506	4.75	1.3	0.434
How often does your child see you reading books, magazines, or articles using electronic devices at home?	0.686	0.650	4.13	1.5	0.515
How often does your child see you writing at home using a pen/pencil and paper (e.g., making hand-written lists, writing reminders, birthday or thank-you cards, etc.)?	0.725	0.610	4.32	1.4	0.518
How often does your child see you writing at home using electronic devices (e.g., typing on a computer/laptop, creating social media posts, sending emails, etc.)	0.730	0.752	4.69	1.4	0.588

Scale 6.1. Fit Values						
χ^2	Sd	χ^2/df	CFI	TLI	SRMR	RMSEA (90% CI)
2.362	2	1.18	0.996	0.988	0.024	0.035[0.000. 0.170]

SHARED BOOK READING ACTIVITY SCALE

The factor structure of Shared Book Reading Activity Scale in the Parent-Child Shared Book Reading Inventory developed to measure the parent-child shared book reading activities was determined by exploratory factor analysis performed on the data set collected from the first sample. Observations of 12 missing data in the response pattern of the Shared Book Reading Activity Scale were removed from the data set.

Since all of the standard scores of the scale items were observed to be within the ± 3 z score range (Tabachnick & Fidel, 2007), no univariate outlier was found in the data set.As a result of the multivariate outlier analysis, 4 observations exceeding MI value $\alpha = 0.001$ and critical $\chi^2 = 24.32$ at 7 degrees of freedom were removed from data set (Tabachnick & Fidell, 2007). Since item skewness coefficients of the scale were between -2.303 and -0.309 (Chou & Bentler, 1995) and kurtosis coefficients ranged from -1.320 to 5.216, the assumption of univariate normality was met. As depicted in Figure 7, the scatter plot of the scale shows a linear structure, hence, the assumption of multivariate normality was also met (Alpar, 2011).The CI value for the variables below 30, VIF value less than 10 or tolerance values around .10 or above was considered as an indication that there was no multi-collinearity problem in the data set (Hair et al, 1998).When the pair wise correlations of the items were examined, it was seen that their correlations were below the critical value of r = 0.85. Therefore, it can be argued that these items did not have a singularity problem (Kline, 2005). When the item total correlations were examined, no pairwise correlation was observed below 0.30.

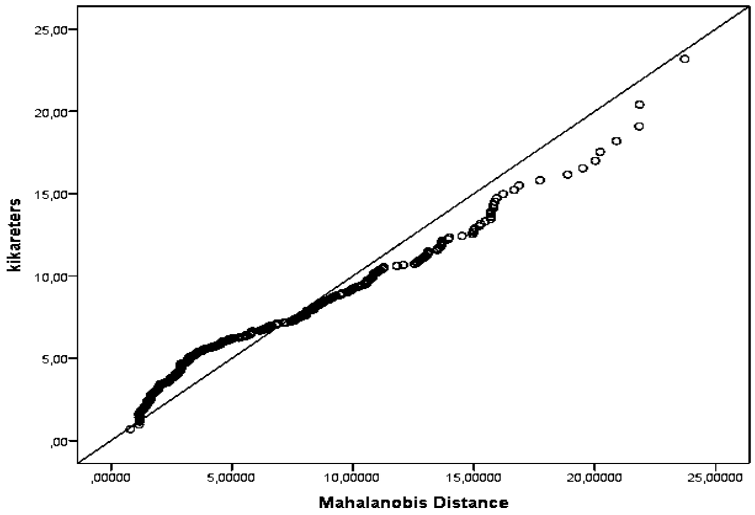

Figure 7. Shared Book Reading Activity Scale Scatter Plot

As a result of the assumptions test, 16 observations were removed from the first sample consisting of 332 observations and EFA was performedona 7-item response pattern of316 parents. As a result of the factor analysis of the Shared Book Reading Activity Scale, the KMO value was found to be 0.83; and Bartlett test result was χ^2=774.043; df = 21 (p = 0.000).According to KMO value and Bartlett test results, it was concluded that the data matrix consisting of 7 items in the Shared Book Reading Activity Scale was suitable for factor analysis. As a result of the factor analysis, a two-factor structure with an eigenvalue over 1.00 was observed. The first factor consisted of three items with factor loads ranging between 0.632 and 0.870 measuring the status of undertaking a joint activity. This factor, called as "*Doing an Activity Together*" had an eigenvalue of 3.479 and it explained 50% of the total variance. The second factor consisted of four items with factor loads ranging between 0.631 and 0.724 measuring behaviors in regard to modeling reading and writing. This factor, called as *"Being a Model for Reading and Writing"* had an eigenvalue of 1.143 and it explained16% of the total variance. Together, these two factors explained 66% of the Shared Book Reading Activity Scale. Examination of the scree plot provided in Figure 8 shows that the items of Shared Book Reading Activity Scale were collected under two factors. Based on EFA results, the Shared Book Reading Activity Scale was found to constitute a two-factor structure consisting of 7 items in total.

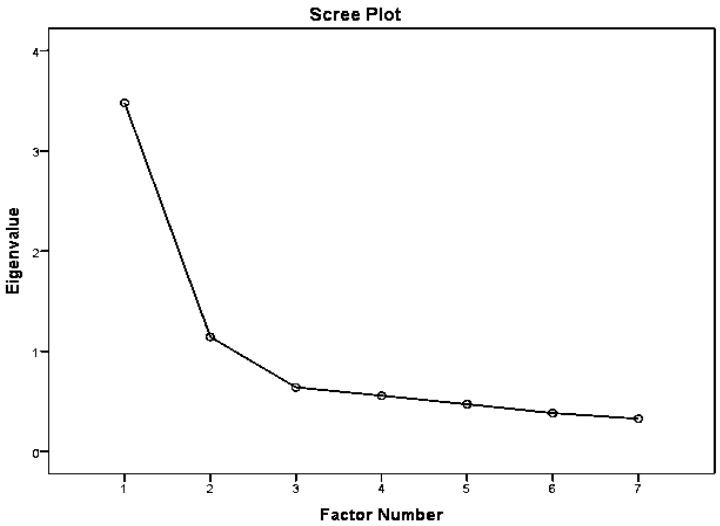

Figure 8. Shared Book Reading Activity Scale Scree Plot

The two-factor structure of Shared Book Reading Activity Scale obtained as a result of the EFA result was examined by CFA in the second sample. Confirmatory factor analysis was performed on the response pattern of the remaining 134 people in the second sample of 157 people in the data of the scale based on factor analysis assumptions test. According to Table 5, the standardized factor load (λi) values obtained as a result of the confirmatory factor analysis of Shared Book Reading Activity Scale varied between 0.655

and 0.884 in *Doing an Activity Together* factor and between 0.484 and 0.691 in the *Being a Model for Reading and Writing* factor. The goodness of fit indices for the scale were found to be as follows: the ratio of χ2/df was 1.32 (χ2/df=17.119/23), CFI= 0.98, TLI= 0.97, RMSEA= 0.049, SRMR= 0.040. These fit values show that the two-factor structure of the scale was a perfect data fit for the model. In other words, it can be argued that the two-factor structure of the Shared Book Reading Activity Scale was verified in the secondary data set.

Table 5 presents the correlation coefficients between the scores obtained from all items and the scores obtained from the scale. The item test correlation coefficients of the Shared Book Reading Activity Scale were found to range from 0.456 to 0.608in *Doing an Activity Together* factor and from 0.456 to 0.625in the *Being a Model for Reading and Writing* factor. Item total correlations of the scale were above the acceptable value of 0.20 (Kalaycı, 2010). These coefficients were validity coefficients for the discrimination of all items and showed consistency of items with the whole scale.

Table 5. Descriptive Statistics, Factor Loads (λi), Fit Indices and Item Total Correlation Values of Shared Book Reading Activity Scale

Items	EFA *(λi)*		CFA *(λi)*		Mean	Sd.	Item-Total Correlation
	Factor 1	Factor 2	Factor 1	Factor 2			
How often do you sing or recite rhymes to your child??	0.632	0.391	0.655		5.14	1.1	0.456
How often do you tell tales/stories to your child?	0.766	0.531	0.772		5.08	1.1	0.588
How often do you play with your child?	0.870	0.495	0.884		5.53	0.9	0.580
How often do you write with your child (e.g., short letters or notes, writing names, writing stories)?	0.432	0.723		0.661	4.15	1.6	0.608
How often do you read periodicals with your child? (e.g.,magazines, booklets, etc.) ?	0.483	0.722		0.691	4.08	1.4	0.625
How often does your child see you writing at home using a pen/pencil and paper (e.g., making hand-written lists, writing reminders, birthday or thank-you cards, etc.)?	0.446	0.724		0.484	4.25	1.6	0.621
How often do you read books or magazines with your child using electronic devices (e.g., e-book readers, smart phones, tablets, etc.)?	0.379	0.631		0.536	3.87	1.7	0.534

Fit Values						
χ^2	Sd	χ^2/df	CFI	TLI	SRMR	RMSEA (90% CI)
17.119*	13	1.31	0.982	0.971	0.040	0.049[0.000. 0.105]

The first of the independent items in this section is related to when parents first started doing shared book reading activities with their children. Table 8 demonstrates that approximately 44% of the parents stated that they started to read a book with their children when their children were 0-6 months old followed by 24% of the parents stating that they started to read a book with their children when their childrenwere7-12 months old. 3.3% of the participants stated that they started these activities after the age of 3, 2.9% after the age of 4 and 1.6% after the age of 5.

SECTION 3

CHILD'S READING HABITS SCALE

The factor structure of Child's Reading Habits Scale developed to measure the child's reading habits was determined by exploratory factor analysis performed on the data set collected from the first sample. Observations of 20 missing data in the response pattern of the Child's Reading Habits Scale were removed from the data set. Since 4 of the standard scores for one of the scale items were observed to be within the ± 3 z score range (Tabachnick & Fidel, 2007), they were removed from the data set due to the existence of univariate outliers. AS a result of the multivariate outlier analysis, 2 observations exceeding MI value α = 0.001 and critical χ^2 = 22.46 at 6 degrees of freedom were removed from data set (Tabachnick & Fidell, 2007). Since item skewness coefficients of the scale were between -1.495 and 0.325 (Chou & Bentler,

1995) and kurtosis coefficients ranged from -1.463 to 0.585, the assumption of univariate normality was met. As depicted in Figure 9, the scatter plot of the scale shows a linear structure, hence, the assumption of multivariate normality was also met (Alpar, 2011).The CI value for the variables below 30, VIF value less than 10 or tolerance values around .10 or above was considered as an indication that there was no multi-collinearity problem in the data set (Hair et al, 1998).When the pairwise correlations of the items were examined, it was seen that the correlations of two items (Item 31 and Item 32) were above the critical value of r = 0.85. Therefore, it can be argued that these items had a singularity problem (Kline, 2005).When these two items were examined, it was observed that the statement were similar in meaning (*"Item 31:How often does your child read/look at electronic books or magazines on his/her own?", "Item 32: How often does your child use applications or technology on his/her own that reads books or magazines to him/her?").* Since Item 31 foresees that the child has already acquired a reading skill, it was decided to exclude Item 31 because training for reading-writing is not provided in pre-school education in Turkey. Hence Item 32 was kept in the scale. When the item total correlations were examined, the total correlation of one item (Item 35) was observed to be below 0.30. Since the pairwise correlation of this item with the other items in the scale was below 0.20, it was decided to exclude the item from the scale before factor analysis.

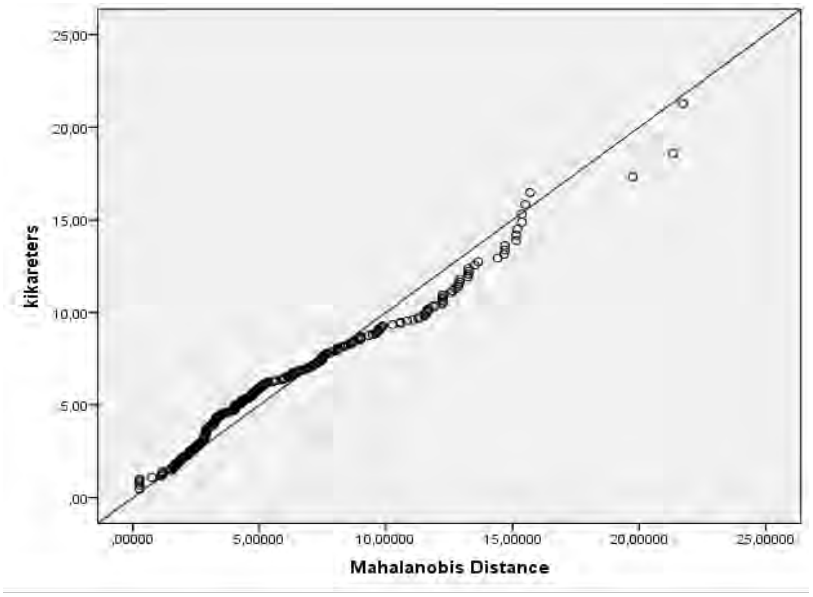

Figure 9. Child's Reading Habits Scale Scatter Plot

As a result of the assumptions test, 26 observations were removed from the first sample consisting of 332 observations and EFA was performedona 4-item response pattern of306 parents. As a result of the factor analysis of the Child's Reading Habits Scale, the KMO value was found to be0.70; and Bartlett test result was $\chi^2 = 253.377$; df=6 (p=0.000), According to KMO value and Bartlett test results, it was concluded that the data matrix consisting of 4 items in the Child's Reading Habits Scale was suitable for factor analysis. As a result of the factor analysis, a single-factor structure with an eigenvalue over 1.00 was observed. The eigenvalue of the single-factor structure of the scale was 1.655 and the single-factor structure explained 41% of the total variance. The factor loads of the scale items also varied between 0.429 and 0.853. The scree plot depicted in Figure 10 shows that the items in the Child's Reading Habits Scale were collected under a single factor. As a result of EFA, it was demonstrated that the Child's Reading Habits Scale had a single-factor structure consisting of 4 items.

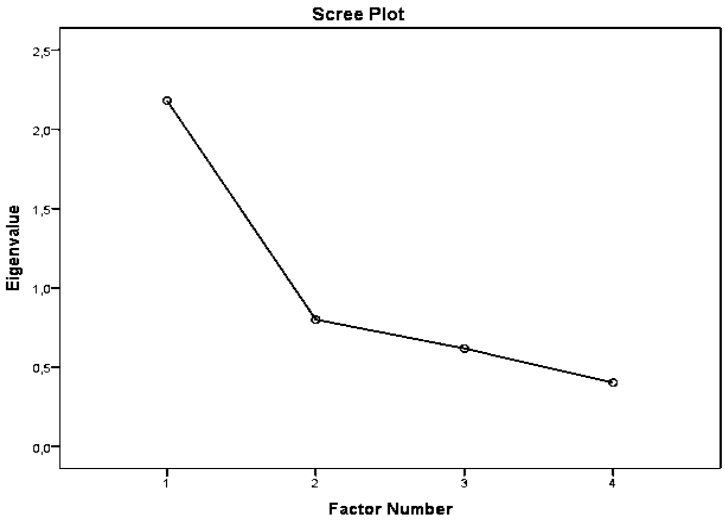

Figure 10. Child's Reading Habits Scale Scree Plot

The two-factor structure of Child's Reading Habits Scale obtained as a result of the EFA result was examined by CFA in the second sample. Confirmatory factor analysis was performed on the response pattern of the remaining 151 parents in the second sample of 157 in the data of the scale based on factor analysis assumptions test. According to Table 10, the standardized factor load (λi) values obtained as a result of the confirmatory factor analysis of Child's Reading Habits Scale varied between 0.350 and 0.989. The goodness of fit indices for the scale were found to be as follows: the ratio of χ2/df was 1.17 (χ2/df=2.337/2), CFI= 0.99, TLI= 0.99, RMSEA= 0.033, SRMR= 0.029. These fit values show that the single-factor structure of the scale was a perfect data fit for the model.

Table 6 presents the correlation coefficients between the scores obtained from all items and the scores obtained from the scale. The item test correlation coefficients of the Child's Reading Habits Scale were found to range from 0.351 to 0.667. Item total correlations of the scale were above the acceptable value of 0.20 (Kalaycı, 2010). These coefficients were validity coefficients for the discrimination of all items and showed consistency of items with the whole scale.

Table 6. Descriptive Statistics, Factor Loads (λi), Fit Indices and Item Total Correlation Values of Child's Reading Habits Scale Items

Items				EFA *(λi)*	CFA *(λi)*	Mean	Sd.	Item-total correlation
How often does your child read/pretend to read or look at paper books or magazines on his/her own?				0.853	0.989	4.94	1.3	0.667
How often does your child read or look at electronic books or magazines on his/her own?				0.429	0.350	3.07	1.7	0.351
How often does your child write on his/her own (e.g., letters, writing his/her name, "pretend writing")?				0.575	0.473	4.77	1.4	0.438
How often does your child ask to be read to?				0.643	0.700	5.25	1.2	0.519
Fit Values								
χ^2	Sd	χ^2/df	CFI	TLI	SRMR	RMSEA (90% CI)		
2.337*	2	1.66	0.997	0.992	0.029	0.033[0.000. 0.169]		

This section included an independent item on the number of children's books available at home, including books borrowed from the library. Table 7 shows that 24% of the participants had 51-100 children's books at their homes and 18% had 31-50 children's books. Approximately 2% of the participants did not have any children's books at home.

Table.7 Number of Children's Books at Home

Number of Books	f	%
0	9	1.9
1	2	0.4
2-5	28	5.8
6-10	37	7.7
11-20	51	10.6
21-30	74	15.4
31-50	89	18.5
51-100	117	24.3
101-200	55	11.4
201 and more	20	4.1

SECTION 4

Table 8 and Table 9 present the parents' views regarding how much they enjoyed reading books and looking at magazines with their children. Accordingly, parents stated that they enjoyed reading and looking at magazines with their children at a rate of 35%, and stated that they very much enjoyed reading and looking at magazines with their children at a rate of 64%.

Table 8. Parents' Views Regarding How Much They Enjoy Reading with Their Children

How much do you enjoy reading with your child?	f	%
I try to avoid it	1	,2
I don't enjoy it	6	1,2
I enjoy it	169	34,7
I enjoy it very much	311	63,9
Total	487	100,0

Table 9. Parents' Views Regarding How Much They Enjoy Looking at Books and Magazines with Their Children

How much do you enjoy looking at books and magazines with your child?	f	%
I try to avoid it	1	,2
I don't enjoy it	6	1,2
I enjoy it	166	34,2
I enjoy it very much	313	64,4
Total	486	100,0

Table 10 and Table 11 present children's views regarding how much they enjoyed reading and looking at books with their parents. Accordingly, parents stated that their children enjoyed reading and looking at magazines with them at a rate of 29%, and that their children very much enjoyed reading and looking at magazines with them at a rate of 67%.

Table 10. Children's Views Regarding How Much They Enjoy Reading with Their Parents

How much does your child usually enjoy reading with you?	f	%
He/she tries to avoid it	8	1,7
He/she doesn't like it	10	2,1
He/she likes it	140	28,9
He/she likes it very much	326	67,4
Total	484	100,0

Table 11. Children's Views Regarding How Much They Enjoy Looking at Books and Magazines with Their Parents

How much does your child usually enjoy looking through books or magazines with you?	f	%
He/she tries to avoid it	6	1,2
He/she doesn't like it	9	1,9
He/she likes it	142	29,5
He/she likes it very much	324	67,4
Total	481	100,

Table 12 presents parents' views regarding how much they enjoyed reading/looking at picture books activity with their children. Accordingly, approximately 31% of the parents stated that they enjoyed the shared book reading activity and 66% stated that they enjoyed it very much.

Table 12. Parents' Views Regarding How Much They Enjoyed Reading with Their Children during Shared Book Reading

How much did you enjoy reading with your child during the reading activity you just	f	%
I didn't enjoy it at all	4	,8
I mostly didn't enjoy it	12	2,5
I enjoyed it	148	30,6
I enjoyed it very much	319	66,0
Total	483	100,0

Table 13 presents the parents' views regarding how much their children enjoyed reading/looking at picture books with their parents. Accordingly, approximately 26% of the parents stated that their children liked the shared book reading activity and 66% of them stated that their children liked this activity very much.

Table 13. Children's Views Regarding How Much They Enjoyed Reading with Their Parents during Shared Book Reading

How much did your child enjoy reading with you during the reading activity you just	f	%
He/she didn't enjoy it at all	3	,6
He/she mostly didn't enjoy it	15	3,1
He/she enjoyed it	126	26,1
He/she enjoyed it very much	338	70,1
Total	482	100,0

Table 14 presents parents' views regarding the familiarity of their children with the book used for the reading activity they just completed. 70% of the parents stated that their children were very familiar with/mastered the story after the reading activity of while 29% stated that they were somewhat familiar with the story after the activity.

Table 14. Parents' Views Regarding the Familiarity of Their Children with the Book Used for the Reading Activity They Just Completed

How familiar was your child with the book used for the reading activity you just completed?	f	%
Very familiar	335	69,6
Somewhat familiar	139	28,9
Not at all familiar	2	,4
I don't know	5	1,0
Total	481	100,0

THE RELIABILITY OF THE PARENT-CHILD SHARED BOOK READING INVENTORY

The internal consistency reliability of the Parent-Child Shared Book Reading Inventory was examined with Cronbach Alpha and composite reliability values. Table 15 demonstrates that the Cronbach alpha and composite reliability values in each of scales (Reading Skills Beliefs Scale for Shared Book Reading, Parents' Reading and Writing Habits Scale, Parents' Modeling for Reading-Writing Habits Scale, Shared Book Reading Activity Scale, Child's Reading Habits Scale) were above the lower limit of 0.60 for Cronbach alpha and composite reliability values (Hair et al., 2014). In other words, the reliability of all scales in terms of internal consistency was high.

Table 15. Cronbach Alpha, Mean Variance and Composite Reliability Values of the Parent-Child Shared Book Reading Inventory

Scale		Cronbach Alpha	Composite R.
Reading Skills Beliefs Scale for Shared Book Reading		0.95	0.96
Parents' Reading and Writing Habits Scale		0.71	0.70
Parents' Modeling for Reading-Writing Habits Scale		0.72	0.73
Shared Book Reading Activity Scale	*Factor 1*	0.81	0.82
	Factor 2	0.68	0.69
	Whole Survey		0.85
Child's Reading Habits Scale		0.69	0.74

DISCUSSION AND CONCLUSION

The Parent-Child Shared Book Reading Survey developed by Cutler (2020) was adapted to Turkish and its validity and reliability studies were carried out since no comprehensive measurement tool was available in Turkey to determine the status of parent-child shared book reading activities which have important roles in the development of children and to support parents in this context.

As a result, a form consisting of five scales with 39 items were developed along with 5 independent items used to measure the characteristics of Shared Book Reading Activity Scale within Parent-Child Shared Book Reading Inventory. The validity and reliability of these scales were tested, it was demonstrated that this measurement tool is a valid and reliable inventory for measuring the characteristics of parent-child shared book reading activities.

Parent-Child Shared Book Reading Inventory is believed to be an important tool that can be used to assess the shared reading processes of parents with their children and fill the gap in preschool education in this area. Kotaman (2009) emphasizes that it is important to assess shared reading activities and argues that this assessment holds a mirror on how parents can choose books and how they can better support their children. Yılmaz, Uyar and Aktaş Arnaz (2020) also stated that home-centered reading activities affect children's ability to understand emotions. In this context, the researchers argue that ensuring a high-quality shared reading process is only possible through assessment with sound measures. Torr (2020) states that the process should be measured not only in pre-school period but also during infancy and the parent training on this issue should be supported. Cutler and Palkovitz's (2020) study on the shared reading process with fathers primarily assessed fathers' reading behaviors with their children and implemented a program to develop these skills. Principally, they cited the necessity of assessing the shared reading process and emphasized the importance of assessment in this area. In this context, literature review presents various home-based studies on shared reading which utilized different measures. It is believed that the measurement tool prepared within the scope of this study will contribute to relevant literature.

Some suggestions can be offered to researchers in the process of adapting this measurement tool. The research data were collected online during the Covid-19 outbreak during this process. It is believed that some of the parents may have changed their daily routines during the quarantine period and they may have more opportunities to spend time with their children since their children are also at home. For this reason, it is recommended to conduct comprehensive studies using the measurement tool after the epidemic. In addition, due to the online collection of data related to the measurement tool, it was determined that the data were generally provided by literate parents with a high level of education and internet access. It is recommended to use this measurement tool in studies involving different socio-economic levels and to be tested in these groups.

REFERENCES

Ahmed Mostafa, Amaal. "The Effect of Storytelling on Increasing Arabic Vocabulary Skills in At-Risk Preschoolers". *Psycho-Educational Research Reviews*. (2016). 5 (2):61 -. https://www.journals.lapub.co.uk/index.php/perr/article/view/138.

Alpar, Reha. *Çok Değişkenli İstatistiksel Yöntemler*. Ankara: Detay Yayıncılık, (2011). 286-301.

Apaydın Demirci, Zeynep, & Arslan, Emel. "Teacher Adaptation of Child Development AssessmentScale (CDAS) intoTurkishand Evaluation of Development of 5-Years-Old Children". *Psycho-EducationalResearchReviews* (2020). 9 (2):48-66. https://www.journals.lapub.co.uk/index.php/perr/article/view/1460.

Arıcı, Müberra, & Aysel Tüfekci Akcan. "OkulÖncesiDönemde Anne-Çocuk Birlikte Hikâye Kitabı Okuma Davranışlarının İncelenmesi". *Yaşadıkça Eğitim.* (2019). 33 (1), 100-120. https://doi.org/10.33308/26674874.201933195.

Barry, Elaine S. "Children's Memory: A Primer For Understanding Behavior". *Early Childhood Education Journal*, (2006). 33(6), 405-411.

Bayraktar, Vedat. "Okulöncesi dönem çocuklarının yazı farkındalığı becerilerinin çocuk ve ebeveyn değişkenleri açısından incelenmesi". *Eğitim ve Bilim*. (2018). Cilt 43, Sayı 196, 49-65.

Bennett, Kymberley, K., Weigel, Daniel. J. & Martin, Sally. S. "Children's Acquisition Of Early Literacy Skills: Examining Family Contributions". *Early Childhood Research Quarterly*. (2002). 17, 295–317.

Bentler, Peter. M. & Bonett, Douglas. G. "Significance Tests And Goodness Of Fit In The Lysis Of Covariance Structures". *Psychological Bulletin, 88*(3), 588–606. (1980). https://doi.org/10.1037/0033-2909.88.3.588

Bracken, Stacey. Storch. & Fischel, Janet. E. "Family Reading Behavior and Early Literacy Skills in Preschool Children From Low-Income Backgrounds". *Early Education and Development.* (2008). *19(1), 45–67.* doi:10.1080/10409280701838835.

Brown, Timothy. A. *Confirmatory Factor Analysis For Applied Research*. New York, NY: Guilford Press. (2006).

Bulunuz, Mızrap. & Koç, Demet. "The Evaluation Of Pre-Service Preschool Teachers Experiences And Views Regarding Integrated Guided Reading Practice". *European Early Childhood Education Research Journal*. (2018). 1-13.

Burgess, Stephen R., Steven A. Hecht, and Christopher J. Lonigan. "Relations of the Home Literacy Environment (HLE) to the Development of Reading-Related Abilities: A One-Year Longitudinal Study". *Reading Research Quarterly* 37, no. 4 (2002): 408-26. http://www.jstor.org/stable/748260.

Bus, Adriana G., Marinus H. van IJzendoorn & Anthony D. Pellegrini. "Joint Book Reading Makes for Success in Learning to Read: A Meta-Analysis on Intergenerational Transmission of Literacy." *Review of Educational Research* 65, no. 1 (March 1995): 1–21. https://doi.org/10.3102/00346543065001001.

Çelebi Öncü, Elif. "Etkileşimli kitap okumanın beş-altı yaş çocuklarının sosyal durumlara yaklaşımlarına etkisinin incelenmesi". *Ana Dili Eğitimi Dergisi*, (2016). 4(4), 489-503.

Tepetaş-Cengiz, Şule. & Gönen, Mübeccel. "Kitap Okumanın Sistematik Değerlendirilmesi (KOSD) Ölçeğinin Türkçe'ye Uyarlanması Çalışmaları". Hacettepe University Faculty of Health Sciences Journal, Uluslararası Katılımlı 3. Çocuk Gelişimi ve Eğitimi Kongre Kitabı.(2015). https://dergipark.org.tr/tr/pub/husbfd/issue/7893/103881.

Çer, Erkan. 0-6 yaş çocuk kitaplarında çocuk gerçekliği ve çocuğa görelik. Ankara: Eğiten Kitap.(2016).

Chou, Chih.-Ping & Bentler, Peter. M. Estimation And Tests In Structural Equation Modeling. In R. H. Hoyle (Ed.), Structural equation modeling: Concepts, issues, andapplications (pp. 37–55). ThousandOaks, CA: Sage. (1995).

Conway, James M., & Huffcutt, Allen, I. A Review And Evaluation Of Exploratory Factor Lysis Practices In Organizational Research. *Organizational Research Methods.* (2003). 6, 147- 168.

Cutler, Laura, Palkovitz, Rob. "Fathers' Shared Book Reading Experiences: Common Behaviors, Freaquency, Predictive Factors and Developmental Outcomes". Marriage & Familiy Review, (2020). 56 (2), 144-173. DOI: 10.1080/01494929.2019.1683119

Cutler, Laura.E. Parents' Physically Performative Behaviors During Shared Book Reading: An Observational Study. Department of Human Development and Family Sciences, University of Delaware. (2020).

DeBruin-Parecki, Andrea. Let's Read Together: Improving Literacy Outcomes With The Adult- Child Interactive Reading Inventory. Baltimore, MD: Brookes Publishing. (2007).

DeBruin-Parecki, Andrea. The Adult/Child Interactive Reading Inventory: An Assessment Of Joint Storybook Reading Skills. Tech Report #2-004: The National Center for Improvement of Early Reading Achievement.(1999).

Dickinson, David. K., & Tabors, Patton. O. "EarlyLiteracy: Linkages Between Home, School And Literacy Achievement At Age Five". *Journal of Research in Childhood Education*, (1991). 6(1), 30-46.

Dunst, Carl, Simkus, Andew & Hamby, Deborah. "Effects of Reading to Infants and Toddlers on Their Early Language Development" *CELL reviews*, (2012) Volume 5, Number 4.

Fabrigar, Leandre Robert, MacCaluum,Wegener, Duane. & Strahan, Erin. "Evaluating The Use Of Exploratory Factor Lysis In Psychological Research". *Psychological Methods* (1999). *(3).* 272-299.

Fornell, Claes & Larcker, David. F. "Evaluating Structural Equation Models With Unobservable Variables And Measurement Error". *Journal of Marketing Research,* (1981). 18, 39-50.

Golinkoff, RobertaMichnick, Can, Dilara Deniz, Soderstrom, Melanie & Hirsh-Pasek, Kathy. "(Baby) Talk To Me: TheSocialContext Of Infant-Directed Speech And Its Effects On Early Language Acquisition". *Current Directions in Psychological Science*. (2015). 24(5), 339-344.

Gonzalez, Jorge. E., Taylor, Aaron. B., Davis, Matthew. J. & Kim, Minjung. "Exploring The Underlying Factor Structure Of The Parent Reading Belief Inventory (PRBI): Some Caveats". *Early Education and Development*. (2013). 24(2), 123-137.

Hafızoğlu Çelik Gökçe, Er, Sühendan & Yıldız Bıçakçı Müdriye. "Etkileşimli Kitabi Okuma Sürecinin Çocuklarin Dil Gelişimlerine Etkisi". *Ebelik ve Sağlık Bilimleri Dergisi*. (2020). 3(1):1-10.

Hair, Joseph, Hult, Tomas M, Ringle Christian, Sarstedt Marko. *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (Los Angeles: SAGE Publications, Incorporated).(2014).

Hair, Joseph. F., Anderson, Rolph. E., Tatham, R., L., & Black, William. C. *Multivariate data analysis* (Fifthedition). United States: Prentice-Hall. (1998*)*.

Hair, Joseph. F., Jr., Black, William. C., Babin, Barry. J., & Anderson, Rolph. E. *Multivariate data analysis (7th ed.)*.Upper Saddle River, NJ: PearsonPrenticeHall.(2009).

Hindman, Annemarie. H., Skibbe Lori. E. & Foster, T. D. "Exploring the variety of parental talk during shared book reading and its contributions to preschool language and literacy: evidence from the early childhood longitudinal study-birth cohort", *Read Write*. (2014). 27287–313.

Hoyne, Clara. & Egan, Suzanne M. "Shared Book Reading in Early Childhood: A Review of Influential Factors and Developmental Benefits". *An LeanbhOg,* (2019). 12(1), 77-92.

Hutton, John S., Phelan, Kieran., Horowitz-Kraus, Tzipi., Dudley, Jonathan., Altaye, Mekibib., DeWitt, Tom, & Holland, Scott. K. "Shared reading quality and brain activation during story listening in preschool-age children". *Journal of Pediatrics*. (2017). 191, 204– 212. https://doi.org/10.1016/j.jpeds.2017.08.037

İnce Samur, Özgül "Okuma Kültürü Edinme Sürecinde "İlkokul Dönemi (6-10 yaş)". *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi.* (2015). Cilt: 50, Sayı:1, 209-230.

Işıkoğlu Erdoğan, Nesrin. "Erken çocukluk döneminde çocuk-ebeveyn birlikte okuma etkinliklerinin incelenmesi". Kastamonu *Eğitim Dergisi*, (2016). 24(3), 1071-1086.

Joreskog, Karl G. (1999). "*How large can a standardized coefficient be*". Unplublished report. SSI Central, Inc. http://www.statmodel.com/download/Joreskog.pdf.

Justice, Laura M., & Ezell, Helen K. "Print referencing: An emergent literacy enhancement strategy and its clinical applications". *Language, Speech, and Hearing Services in Schools*, (2004). 35(2), 185–193. doi:10.1044/0161-1461.

Justice, Laura M., Kaderavek, Joan N., Fan, Xitao., Sofka, Amy, & Hunt, Aileen. Accelerating Preschoolers' Early Literacy Development Through Classroom-Based Teacher–Child Storybook Reading And Explic-it Print Referencing. *Language, Speech, and Hearing Services in Schools*, (2009). 40(1), 67–85. doi:10.1044/0161-1461.

Kalaycı, Şeref. *SPSS uygulamalı çok değişkenli istatistik teknikleri* (Vol. 5). Ankara, Turkey: Asil Yayın Dağıtım.(2010).

Kline, Theresa. J. *Psychological testing: A practical approach to design and evaluation*. Sage Publications.(2005).

Kotaman, Hüseyin. "Turkish Parents' Dialogical Storybook Reading Experience: A Phenomenological Study". *Journal of Instructional Psychology*, (2007). 34 (4), 200-2006.

Lane, Holly B. & Wright, Tyran L. "Maximizing the effectiveness of reading aloud". *The Reading Teacher.*(2011). 60(7), 668–675. doi:10.1598/RT.60.7.7.

Lovelace, Sherri, & Stewart, Sharon R. "Increasing Print Awareness In Preschoolers With Language Impairment Using Non-Evocative Print Referencing". *Language, Speech, and Hearing Services in Schools.* (2007). 38(1), 16–30. doi:10.1044/0161-1461.

Machado, Jeanne M. *Early Childhood Experiences in Language Arts*. 7th edition. Cda: Thomson-Gelmar Learning. (2003).

Morgan, Paul L., & Meier, Catherine. R. "Dialogic reading' spotential to improve children's emergent literacy skills and behavior". *Preventing School Failure*. (2008). 52(4), 11–16.

Neuman, Susan B., Copple, Carol, & Bredekamp, Sue. *Learning To Read And Write: Developmentally Appropriate Practices For Young Children*. Washington, DC: National Association for the Education of Young Children. (2000).

Noble, Claire., Sala, Giovanni, Peter, Michelle, Lingwood, Jamie, Rowland, Caroline, Gobet, Fernand. & Pine, Julian. "The impact of shared book reading on children's language skills: A metalysis". *Educational Research Review*. (2019)."Volume 28.

Nunnally, Jum. & Bernstein, Ira. *Psychometric Theory.* (3rd ed.). New York: McGrawHill.(1994).

Okyay, Özlem. & Kandır, Adalet. "The Impact of Interactive Storybook Reading Programme On Scientific Vocabulary Acquisition By Children", *Early Child Development and Care*, (2019). vol. 1, no. 1, pp. 1–11, Oct.

Özbek Ayaz, Ceylan, Güleç, Havise & Şahin, Çavuş. "Ailelerin çocuklarıyla birlikte gerçekleştirdikleri okuma aktivitelerinin düzeyini belirleme". *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD),* (2017). Cilt:18, Sayı: 1, 1-19.

Robertson, Sarah-Jane, & Reese, Elaine. "The Very Hungry Caterpillar Turned Into A Butterfly: Children's And Parents' Enjoyment Of Different Book Genres". *J. Early Child. Lit.* (2015). doi: 10.1177/1468798415598354.

Rosenkoetter, Sharon. & Barton, Lauren. "Bridges To Literacy: Early Routines That Promote Later School Success. Bridges To Literacy: Early Routines That Promote Later School Success". *Zero to Three*, (2002). 22(4), 33–38.

Şahin, Yağmur Esin, Çelik, Gamze & Çelik, Burcu. "Anne-Babaların Çocuk Edebiyatı Kavramına İlişkin Görüşleri (Çanakkale örneği)". *Çanakkkale Araştırmaları Türk Yıllığı*. (2012). Yıl:10, Bahar, S.12, 109-125.

Sawyer, Walter. E Growing up with literature (4.ed). New York: Thomson Delmar Learning.(2004).

Sever, Sedat. *Çocuk ve edebiyat*. Ankara: Tudem.(2017).

Sloat, Elizabeth. A., Letourneau, Nicole. L., Joschko, Justin. R., Schryer, Erin. A., & Colpitts, Jennifier. E. "Parent-Mediated Reading Interventions With Children Up To Four Years Old: A Systematic Review". *Issues in Comprehensive Pediatric Nursing*, (2015). 38(1), 39-56.

Snow, Pamela. C., Eadie, Patricia. A., Connell, Judy, Dalheim, Brenda., McCusker, Hugh. J. & Munro, John. K. "Oral Language Supports Early Literacy: A Pilot Cluster Randomized Trial In Disadvantaged Schools". *International Journal of Speech-Language Pathology,* (2014). 16(5), 495–506. doi:10.3109/17549507.2013.845691.

Suzanne E. Mol, Adriana G. Bus, Maria T. de Jong & Daisy J. H. Smeets. "Addedvalue of dialogicparent-child book readings: A metalysis". *Early Education and Development*. (2008). 19, 7-26.

Tabachnick, Barbara. G., & Fidel, Linda. S. *Using Multivariate Statistics.* USA: Person Education Inc.(2007).

Tetik, Gamzegül. Diyaloğa dayalı hikâye okuma tekniği ile okunan öykülerin 4-5 yaş (48-60 ay) çocukların dil gelişimine etkisi. Yayımlanmamış yüksek lisans tezi. Pamukkale Üniversitesi Eğitim Bilimleri. Enstitüsü.(2011).

Tezel, Merve, Arslan Çiftçi, Hande & Uyanık, Gülden "Annelerin okul öncesi dönem çocuklarına kitap okuma ve almaya ilişkin görüşlerinin incelenmesi". *Mersin Üniversitesi Eğitim Fakültesi Dergisi,* (2019). 15(3): 741-759.

Torr, Jane. "How Shared Reading: Book Focused Infant-Educator Interactions in Long Day-Care Centres". Journal of Early Childhood Literacy, (2020). 20 (4), 815-838.

Troseth, Georgene. L., Strouse, GabrielleA. I. Flores, Z.D. Stuckelman, C.R. Johnson. An enhanced eBook facilitates parent–child talk during shared reading by families of low socioeconomic status". *Early Childhood Research Quarterly*, (2020). 50 (P1) 45-58, 10.1016/j.ecresq.2019.02.009.

Tucker, Ledyard. R., & Lewis, Charles. "A Reliability Coefficient For Maximum Likelihood Factor Analysis". *Psychometrika*, (1973). *38*(1), 1-10.

Uyumaz, Gizem & Sırgancı, Gözde. "Doğrulayıcı Faktör Analizi için Gerekli Örneklem Büyüklüğü Kaç Kişidir?: Bayes Yaklaşımı ve Maksimum Olabilirlik Kestirimi". *OPUS Uluslararası Toplum Araştırmaları Dergisi*, (2020). 16 (32) , 5302-5340. DOI: 10.26466/opus.826895.

Van Vechten, Dianna. Impact of homeLiteracyEnvironments On StudentsFromLowSocioeconomicStatusBackgrounds. MastersThesis. St. John Fisher College, School of Arts and Sciences, New York. (2013).

Veldhuijzen Van Zanten, Sephanie, Coates, Chrystal, Hervas-Malo, Marilou, & McGrath, Patrick. J. "Newborn Literacy Program Effective In Increasing Maternal Engagement In Literacy Activities: An Observational Cohort Study. *BMC Pediatrics*. (2012). 12(1), 100-120.

Veziroğlu, Mefharet. (2009). Resimli çocuk kitaplarının MEB okul öncesi eğitim programındaki kazanımlara uygunluğunun incelenmesi. (Yüksek lisans tezi).

Whitehurst, Grover. J., Arnold, David. H., Epstein, Jeffery. N., Angell, Andrea. L., Smith, Meagan, & Fischel, Janet E. A Picture Book Reading Intervention In Daycare And Home For Children From Low–Income Families. *Developmental Psychology*,(1994). 30, 679–689.

Yavuzer, Haluk. Çocuk eğitimi el kitabı. (Dördüncü basım), Remzi Kitabevi, İstanbul, 30-35.(2003).

Yıldız Bıçakçı, Müdriye, Er, Sühendan, & Aral, Neriman. "Etkileşimli Öykü Kitabı Okuma Sürecinin Çocukların Dil Gelişimi Üzerine Etkisi". *Kastamonu Eğitim Dergisi*, (2018). 26(1).

Yıldız Bıçakçı, Müdriye. & Aral, Neriman."Dil Gelişimi", Eğitim Psikolojisi, ed. N. Aral ve T. Duman, 115-130. Kriter Yayınevi, İstanbul.(2009).

Yılmaz, Melek Merve, Özen Uyar, Rabia & Aktaş Arnas, Yaşare. "Assessment the Affect of Home-Based Interactive Book-Reading on the 49-60 Months Old Children's Emotional Understanding", *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (2020). 56, 159-181.

Yumuş, Melike. Paylaşımlı kitap okuma müdahale programının ebeveynlerin deneyimlerine bebeklerin dil gelişimlerine ve erken okuryazarlık becerilerine etkisi. Yayımlanmamış Doktora Tezi, Hacettepe Üniversitesi, Ankara.(2018).

Zucker, Tricia.Allison, Ward.Justice, Laura .M. "Print referencing duringreat-alouds: a technique for increasing emergent readers' printknowledge". *The Reading Teacher*. (2009). 63 (1), 62-72. DOI:10.1598/RT.63.1.6.